



County of Los Angeles
Department of Public Social Services

Bryce Yokomizo
Director

January 5, 2004

TO: Each Supervisor

FROM: Bryce Yokomizo, Director

SUBJECT: EVALUATION OF THE LOS ANGELES COUNTY OFFICE OF EDUCATION
AFTER-SCHOOL ENRICHMENT PROGRAM: 2002-03 FINAL REPORT

This is to provide you with a summary of the attached "Evaluation of the Los Angeles County Office of Education (LACOE) After-School Enrichment Program 2002-03 Final Report." This is a follow-up to two prior reports: "Evaluation of the LACOE After-School Enrichment Program Interim Report, April 2002" that we previously provided on October 9, 2002 and the "2001 - 2002 Final Baseline" report that LACOE included in their February 21, 2003 Weekly Board Memo. These evaluations were completed by Public Works, Inc., a nonprofit educational consulting firm located in Pasadena.

The 2002-03 evaluation focused on a sub-sample of 11 "promising practice" sites. The report reflects the following findings and promising practices observed at the 11 selected LACOE After-School Enrichment Program (ASEP) sites:

Findings

- Seventy-one percent (71%) of the ASEP parents responding to the survey indicated the need for child care. Site coordinators corroborate this finding with about three-quarters reporting that parents had returned to work or school because the program provided child care.
- The vast majority of students surveyed said they enjoyed going to their after-school program, felt their instructors were helpful in assisting them with their homework and felt safe in the after-school program.
- Fresh and engaging curriculum is important to motivate and engage students.
- To strengthen the academic component of ASEPs, sites need to increase the use of assessment data to better identify student needs.
- Sites also need to build a stronger link between the ASEP and regular school day by utilizing curricular that is also used during the school day. The support and advocacy of the principal are key to ASEP buy-in from school staff and a necessary component in creating linkage between the regular school day and the ASEP.

Promising Practices Observed at LACOE ASEP School Sites

- Principal plays a strong role and helps linkages with regular school day and staff.
- Student assessments are administered during the program to measure student progress and design/shape/change programs, and stakeholder surveys are used to design programs.
- Certified teachers are used to provide academic instruction to participants.
- Teacher liaisons are used to ensure curricular linkage to school day as well as quality instruction by program staff.
- There is regular access to and instruction in technology with an emphasis on supporting English and math skills.
- There are low staff-to-student ratios for homework assistance and academic intervention and tutoring, and intervention for low-performing students is available.
- Sites offer a variety of activities that integrate academic standards.
- Collaboration with outside partners with expertise occurs to provide academic enrichment and extracurricular activities.
- Site coordinators and staff communicate frequently and effectively with parents.
- Site team structure for decision-making allows for parent input.
- Sites offer regular "Family Nights" for updates on program events and there is frequent feedback to parents on student performance through logs and program showcases.

Next Steps

This report will be utilized to evaluate the implementation and effectiveness of LACOE's ASEP.

BY:cn

Attachment

c: Chief Administrative Officer
County Counsel
Superintendent, LACOE
Executive Officer, Board of Supervisors